



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **ALBANY CITY SCHOOL DISTRICT**  
District ID **01-01-00-01-0000**  
Superintendent **EVA JOSEPH**  
Telephone **(518) 475-6010**  
Grades **K-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: RPTCARD@mail.nysed.gov

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	271	275	321
Kindergarten	695	703	638
Grade 1	657	681	669
Grade 2	638	640	655
Grade 3	659	644	649
Grade 4	670	638	635
Grade 5	719	572	528
Grade 6	707	716	473
Ungraded Elementary	304	96	148
Grade 7	690	825	751
Grade 8	655	705	691
Grade 9	811	1009	937
Grade 10	644	756	755
Grade 11	530	548	606
Grade 12	435	472	458
Ungraded Secondary	423	39	10
<b>Total K-12</b>	<b>9237</b>	<b>9044</b>	<b>8603</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	19	19	19
<b>Grade 8</b>			
English	19	21	17
Mathematics	20	21	19
Science	18	24	21
Social Studies	19	19	19
<b>Grade 10</b>			
English	23	22	23
Mathematics	20	22	22
Science	21	23	28
Social Studies	21	24	26

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	5807	63%	5505	61%	4811	56%
Reduced-Price Lunch	1059	11%	970	11%	936	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	259	3%	300	3%	386	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	37	0%	21	0%	141	2%
Black or African American	6094	66%	5952	66%	5383	63%
Hispanic or Latino	925	10%	918	10%	922	11%
Asian or Native Hawaiian/Other Pacific Islander	265	3%	269	3%	290	3%
White	1916	21%	1884	21%	1725	20%
Multiracial**	N/A	N/A	N/A	N/A	142	2%

\* Not available at the district level.

\*\* Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		92%
Student Suspensions	1053	11%	1599	17%	2078	23%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District ALBANY CITY SCHOOL DISTRICT

District ID 01-01-00-01-0000

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	806	785	717
Percent with No Valid Teaching Certificate	1%	2%	4%
Percent Teaching Out of Certification	2%	3%	5%
Percent with Fewer Than Three Years of Experience	6%	6%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	12%	12%
<b>Total Number of Core Classes*</b>	N/A	2876	1821
Percent Not Taught by Highly Qualified Teachers	N/A	4%	7%
<b>Total Number of Classes</b>	2510	2576	2522
Percent Taught by Teachers Without Appropriate Certification	3%	4%	7%

\* Data for 2004-05 were not weighted, so are not shown.

## Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	26%	23%
Turnover Rate of All Teachers	20%	21%	21%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	89	77	83
Total Paraprofessionals*	271	255	231
Assistant Principals	15	16	14
Principals	17	18	18

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2007-08)

#### Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✗	✓	—
<b>Student groups making AYP in each subject</b>	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✗ 2 of 6	✗ 5 of 6	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing                         | Good Standing                                |
| Improvement (Year 1)                  | Requiring Academic Progress (Year 1)         |
| Improvement (Year 2)                  | Requiring Academic Progress (Year 2)         |
| Improvement (Year 3)                  | Requiring Academic Progress (Year 3)         |
| Improvement (Year 4)                  | Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above)          | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |

## Elementary/Middle-Level English Language Arts

**Accountability Status for This Subject (2007-08)**  Improvement (Year 1)

**Accountability Measures** 6 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [206]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08	
<b>All Students</b> (4046:3806)			98%		130	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—	
Black or African American (2692:2547)			98%		122	120		
Hispanic or Latino (467:425)			97%		126	117		
Asian or Native Hawaiian/Other Pacific Islander (136:120)			100%		158	113		
White (741:704)			98%		158	118		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (859:819)			97%		76	118	85 88	
Limited English Proficient <sup>5</sup> (163:113)			99%		84	112	112 96	
Economically Disadvantaged (2727:2666)			99%		126	120		
<b>Final AYP Determination</b>		6 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007-08)**

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2008-09. [201]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08	
<b>All Students</b> (4022:3760)			98%		131	84		
<b>Ethnicity</b>								
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—	
Black or African American (2675:2501)			98%		122	84		
Hispanic or Latino (463:419)			98%		131	81		
Asian or Native Hawaiian/Other Pacific Islander (137:127)			99%		170	77		
White (738:704)			99%		157	82		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (848:805)			97%		81	82	82 93	
Limited English Proficient <sup>5</sup> (160:133)			97%		108	77		
Economically Disadvantaged (2675:2630)			99%		125	84		
<b>Final AYP Determination</b>		8 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007-08)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2008-09. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
<b>All Students</b> (1425:1303)		Qualified		96%		157	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (956:873)		Qualified		95%		151	100	
Hispanic or Latino (164:148)		Qualified		95%		149	100	
Asian or Native Hawaiian/Other Pacific Islander (51:46)		Qualified		96%		180	100	
White (253:235)		Qualified		97%		178	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (316:288)		Qualified		93%		125	100	
Limited English Proficient <sup>4</sup> (64:55)		Qualified		92%		127	100	
Economically Disadvantaged (940:907)		Qualified		97%		154	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

**Accountability Status for This Subject (2007–08)**  Improvement (Year 1)

**Accountability Measures** 2 of 6 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [206]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students (533:504)</b>			98%		153	154	154	158
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (318:295)			98%		139	153	146	145
Hispanic or Latino (45:45)			98%		147	145		
Asian or Native Hawaiian/Other Pacific Islander (23:20)	—	—	—	—	—	—	—	—
White (144:141)			97%		182	150		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (57:79)			95%		70	148	77	83
Limited English Proficient <sup>4</sup> (3:6)	—	—	—	—	—	—	—	—
Economically Disadvantaged (212:222)			99%		141	152	152	147
<b>Final AYP Determination</b>	 2 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 5 of 6 Student groups making AYP in Mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2008-09. [201]

### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08	
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students</b> (533:504)			97%		161	147		
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	
Black or African American (318:295)			97%		151	146		
Hispanic or Latino (45:45)			98%		158	138		
Asian or Native Hawaiian/Other Pacific Islander (23:20)	—	—	—	—	—	—	—	
White (144:141)			97%		180	143		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (57:79)			95%		96	141	108    106	
Limited English Proficient <sup>4</sup> (3:6)	—	—	—	—	—	—	—	
Economically Disadvantaged (212:222)			98%		160	145		
<b>Final AYP Determination</b>		5 of 6						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2007–08)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2008-09. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (485)			72%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (295)			65%	55%		
Hispanic or Latino (48)			56%	55%		
Asian or Native Hawaiian/Other Pacific Islander (21)		–	–	–		
White (120)			93%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (49)			41%	55%	19%	42%
Limited English Proficient <sup>3</sup> (4)		–	–	–		
Economically Disadvantaged (190)			67%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

## 2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

13 schools identified 81% of total

ALBANY SCHOOL OF HUMANITIES  
ARBOR HILL ELEMENTARY SCHOOL  
DELAWARE COMMUNITY SCHOOL  
EAGLE POINT ELEMENTARY SCHOOL  
GIFFEN MEMORIAL SCHOOL  
MONTESSORI MAGNET SCHOOL  
MYERS MIDDLE SCHOOL  
NORTH ALBANY ACADEMY  
PHILIP J SCHUYLER ACHIEVEMENT ACADEMY  
PINE HILLS ELEMENTARY SCHOOL  
SCHOOL 19  
SHERIDAN PREPARATORY ACADEMY  
THOMAS S O'BRIEN ACADEMY OF SCIENCE & TECHNOLOGY

#### Requiring Academic Progress (Year 3)

1 school identified 6% of total

ALBANY HIGH SCHOOL

#### Restructuring (Year 2)

2 schools identified 13% of total

PHILIP LIVINGSTON MAGNET ACADEMY  
WILLIAM S HACKETT MIDDLE SCHOOL

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

## Summary of 2006–07 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	50%			666
Grade 4	50%			649
Grade 5	50%			556
Grade 6	45%			526
Grade 7	40%			731
Grade 8	28%			727

### Mathematics

Grade 3	65%		670
Grade 4	63%		650
Grade 5	51%		571
Grade 6	57%		541
Grade 7	35%		736
Grade 8	23%		717

### Science

Grade 4	83%		651
Grade 8	47%		679

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	63%			578
Mathematics	66%			578

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

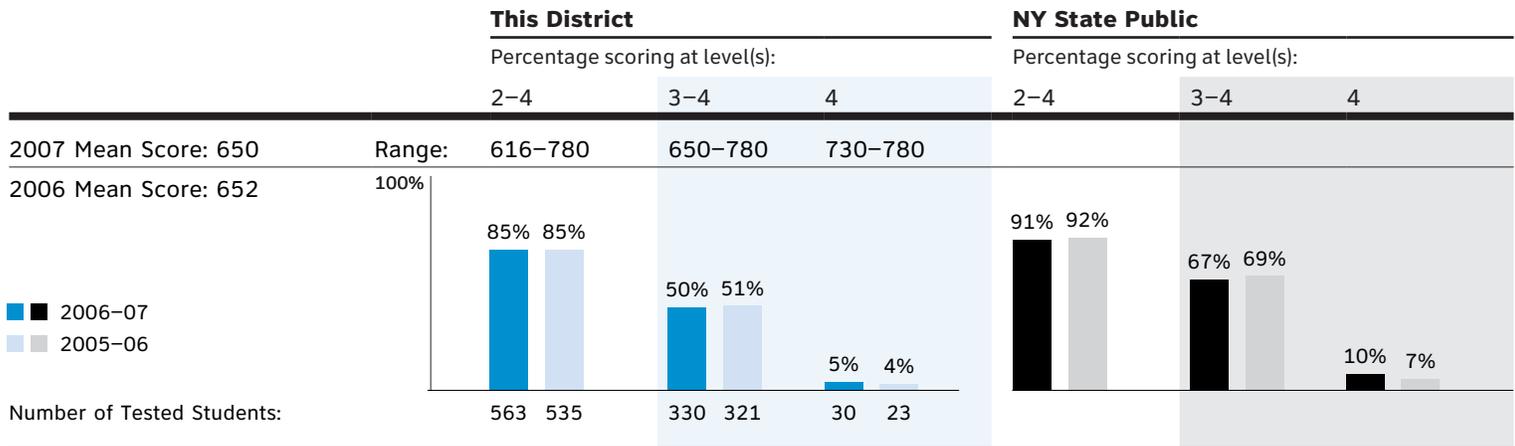
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>666</b>	<b>85%</b>	<b>50%</b>	<b>5%</b>	<b>630</b>	<b>85%</b>	<b>51%</b>	<b>4%</b>
Female	326	86%	54%	6%	300	87%	52%	3%
Male	340	83%	46%	3%	330	83%	50%	4%
American Indian or Alaska Native	4	-	-	-				
Black or African American	463	82%	44%	3%	411	82%	45%	1%
Hispanic or Latino	69	87%	55%	6%	62	81%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	21	100%	86%	0%
White	112	92%	63%	8%	136	92%	67%	11%
Multiracial								
Small Group Totals	22	95%	77%	18%				
General-Education Students	549	90%	55%	5%	537	90%	57%	4%
Students with Disabilities	117	58%	24%	0%	93	57%	17%	0%
English Proficient	650	84%	50%	5%	599	85%	51%	4%
Limited English Proficient	16	88%	44%	0%	31	77%	58%	0%
Economically Disadvantaged	462	85%	47%	4%	411	84%	48%	2%
Not Disadvantaged	204	84%	54%	6%	219	87%	57%	7%
Migrant								
Not Migrant	666	85%	50%	5%	630	85%	51%	4%

#### NOTES

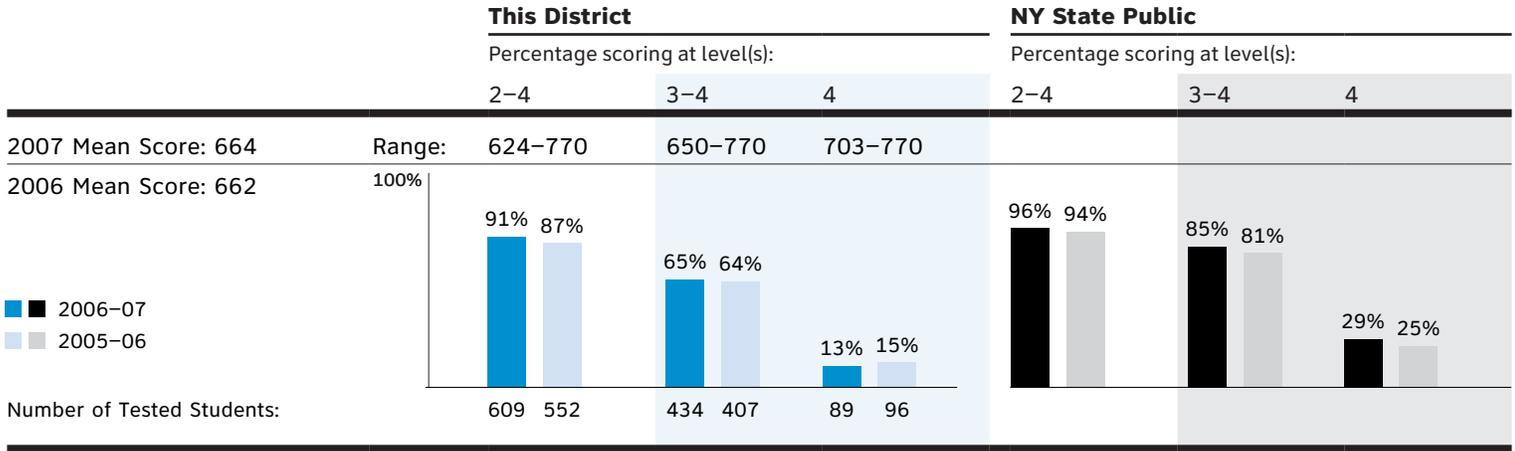
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 3 Mathematics



### Results by Student Group

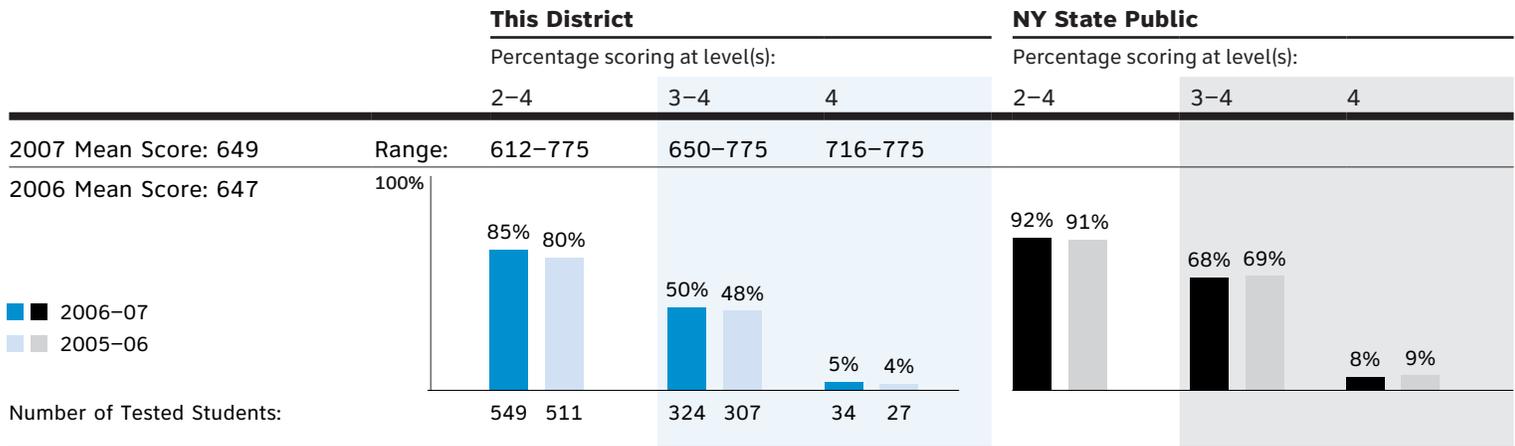
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>670</b>	<b>91%</b>	<b>65%</b>	<b>13%</b>	<b>636</b>	<b>87%</b>	<b>64%</b>	<b>15%</b>
Female	328	91%	66%	12%	302	84%	60%	14%
Male	342	90%	63%	15%	334	90%	68%	16%
American Indian or Alaska Native	3	-	-	-				
Black or African American	457	89%	60%	9%	405	84%	60%	10%
Hispanic or Latino	73	96%	66%	11%	71	80%	55%	8%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	24	96%	88%	29%
White	116	93%	78%	28%	136	96%	76%	30%
Multiracial								
Small Group Totals	24	100%	88%	38%				
General-Education Students	555	94%	70%	15%	541	89%	68%	17%
Students with Disabilities	115	77%	38%	3%	95	73%	39%	5%
English Proficient	642	91%	66%	13%	591	88%	65%	16%
Limited English Proficient	28	93%	43%	11%	45	69%	44%	7%
Economically Disadvantaged	450	91%	62%	10%	414	85%	62%	10%
Not Disadvantaged	220	91%	70%	20%	222	91%	68%	25%
Migrant								
Not Migrant	670	91%	65%	13%	636	87%	64%	15%

**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	6	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>649</b>	<b>85%</b>	<b>50%</b>	<b>5%</b>	<b>638</b>	<b>80%</b>	<b>48%</b>	<b>4%</b>
Female	303	88%	52%	6%	304	84%	54%	6%
Male	346	82%	48%	5%	334	76%	43%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	425	84%	44%	3%	421	77%	43%	3%
Hispanic or Latino	75	76%	40%	4%	65	83%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	27	85%	70%	11%	22	-	-	-
White	122	93%	72%	12%	129	84%	66%	11%
Multiracial								
Small Group Totals					23	96%	65%	4%
General-Education Students	542	92%	57%	6%	528	87%	56%	5%
Students with Disabilities	107	47%	13%	0%	110	45%	11%	0%
English Proficient	619	86%	51%	5%	622	80%	48%	4%
Limited English Proficient	30	50%	30%	0%	16	94%	38%	0%
Economically Disadvantaged	459	83%	45%	2%	406	80%	40%	2%
Not Disadvantaged	190	88%	62%	12%	232	81%	63%	9%
Migrant								
Not Migrant	649	85%	50%	5%	638	80%	48%	4%

#### NOTES

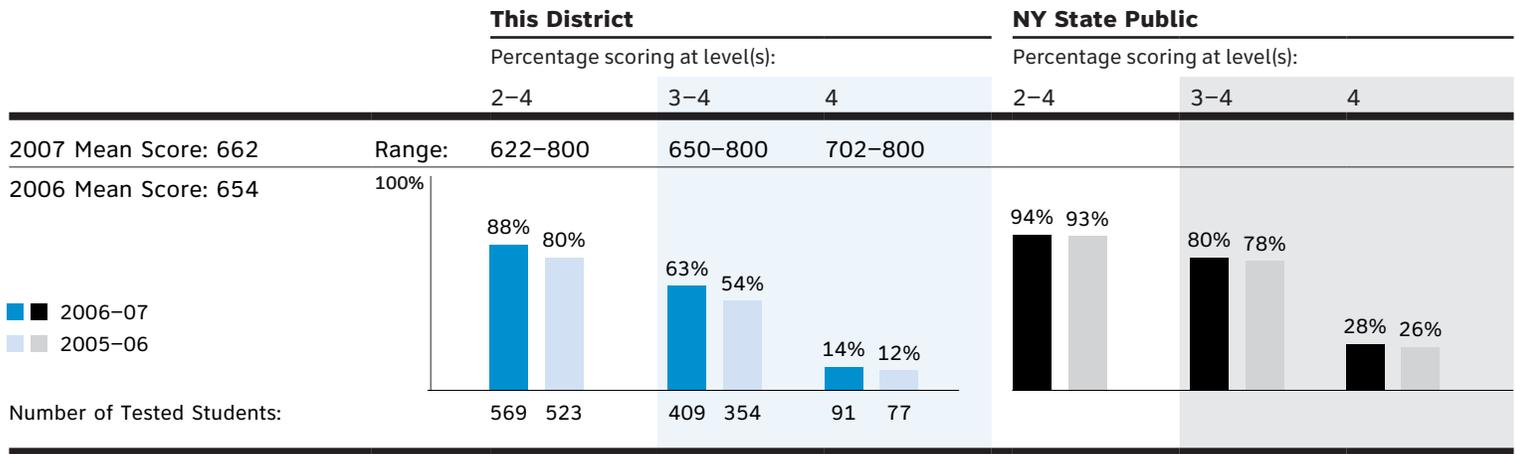
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	17	16	14	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>650</b>	<b>88%</b>	<b>63%</b>	<b>14%</b>	<b>650</b>	<b>80%</b>	<b>54%</b>	<b>12%</b>
Female	311	86%	61%	12%	302	80%	54%	11%
Male	339	89%	65%	16%	348	80%	55%	13%
American Indian or Alaska Native					1	-	-	-
Black or African American	425	85%	59%	9%	428	76%	46%	6%
Hispanic or Latino	75	91%	55%	4%	69	84%	54%	9%
Asian or Native Hawaiian/Other Pacific Islander	30	93%	83%	30%	22	-	-	-
White	120	92%	78%	35%	130	90%	76%	31%
Multiracial								
Small Group Totals					23	96%	91%	26%
General-Education Students	547	91%	69%	16%	533	86%	61%	14%
Students with Disabilities	103	67%	29%	4%	117	56%	24%	4%
English Proficient	615	88%	64%	15%	626	81%	55%	12%
Limited English Proficient	35	86%	51%	3%	24	75%	33%	8%
Economically Disadvantaged	451	85%	59%	8%	411	80%	48%	8%
Not Disadvantaged	199	92%	71%	27%	239	82%	65%	18%
Migrant								
Not Migrant	650	88%	63%	14%	650	80%	54%	12%

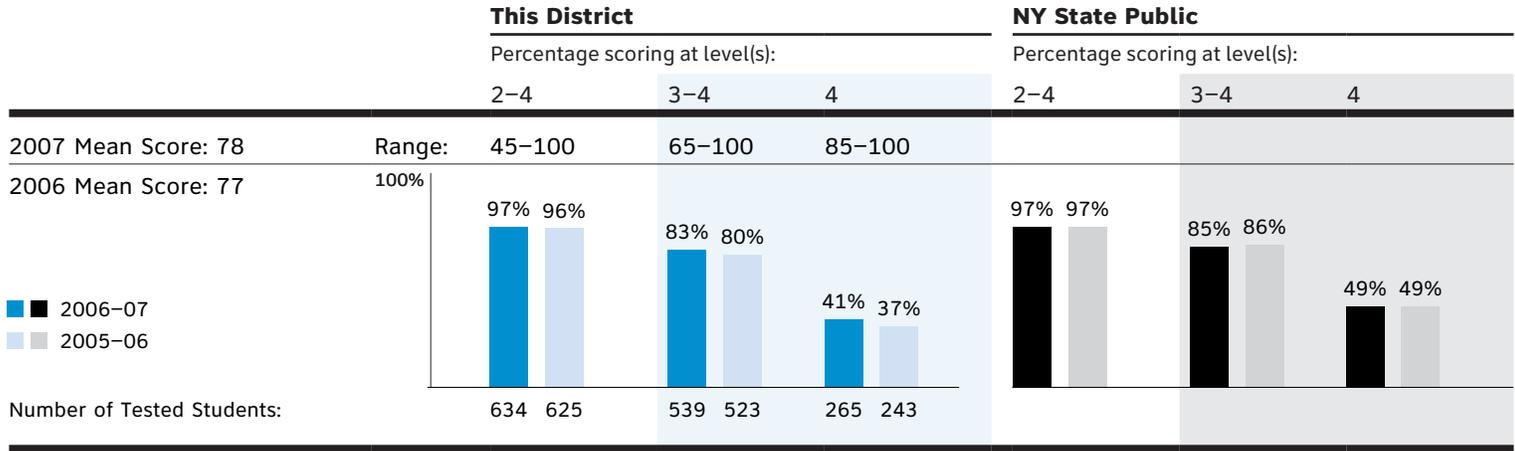
#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	17	16	12	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



## Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>651</b>	<b>97%</b>	<b>83%</b>	<b>41%</b>	<b>653</b>	<b>96%</b>	<b>80%</b>	<b>37%</b>
Female	309	97%	82%	36%	308	96%	79%	37%
Male	342	98%	83%	45%	345	95%	81%	37%
American Indian or Alaska Native					1	-	-	-
Black or African American	426	97%	80%	34%	433	95%	75%	27%
Hispanic or Latino	74	99%	80%	31%	68	96%	82%	37%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	90%	65%	21	-	-	-
White	120	98%	93%	64%	130	98%	93%	66%
Multiracial								
Small Group Totals					22	100%	95%	64%
General-Education Students	547	98%	86%	45%	536	97%	85%	41%
Students with Disabilities	104	94%	63%	17%	117	88%	59%	19%
English Proficient	614	97%	83%	42%	629	96%	81%	38%
Limited English Proficient	37	100%	76%	19%	24	88%	63%	25%
Economically Disadvantaged	446	97%	81%	36%	409	96%	78%	31%
Not Disadvantaged	205	99%	87%	52%	244	95%	83%	48%
Migrant								
Not Migrant	651	97%	83%	41%	653	96%	80%	37%

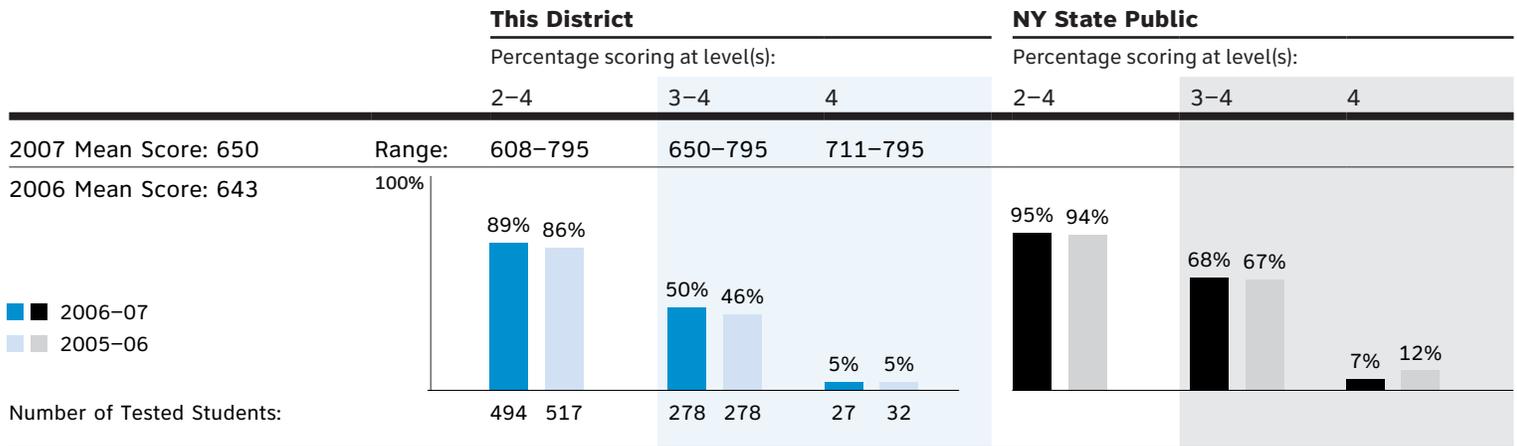
### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	17	17	14	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>556</b>	<b>89%</b>	<b>50%</b>	<b>5%</b>	<b>601</b>	<b>86%</b>	<b>46%</b>	<b>5%</b>
Female	265	91%	52%	8%	268	87%	50%	8%
Male	291	87%	48%	2%	333	85%	43%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	350	85%	43%	3%	368	83%	39%	2%
Hispanic or Latino	67	91%	48%	4%	63	83%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	18	-	-	-
White	116	97%	67%	10%	151	93%	66%	15%
Multiracial								
Small Group Totals	23	96%	70%	0%	19	95%	63%	5%
General-Education Students	446	95%	58%	6%	469	93%	54%	7%
Students with Disabilities	110	64%	16%	0%	132	61%	17%	1%
English Proficient	536	89%	51%	5%	582	86%	46%	5%
Limited English Proficient	20	85%	35%	0%	19	89%	58%	0%
Economically Disadvantaged	381	88%	44%	4%	392	84%	38%	2%
Not Disadvantaged	175	90%	62%	6%	209	89%	62%	11%
Migrant								
Not Migrant	556	89%	50%	5%	601	86%	46%	5%

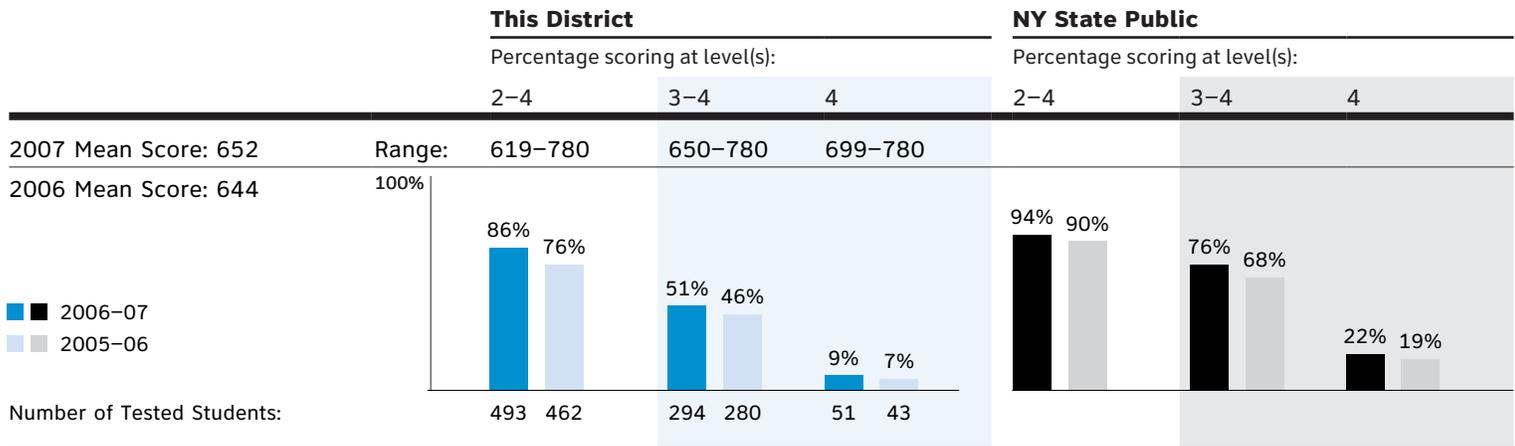
**NOTES**  
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>571</b>	<b>86%</b>	<b>51%</b>	<b>9%</b>	<b>605</b>	<b>76%</b>	<b>46%</b>	<b>7%</b>
Female	273	86%	55%	7%	278	78%	47%	5%
Male	298	87%	48%	11%	327	75%	46%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	353	84%	44%	5%	361	72%	40%	4%
Hispanic or Latino	71	87%	56%	8%	72	76%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	22	-	-	-
White	120	90%	66%	19%	149	86%	64%	16%
Multiracial								
Small Group Totals	27	96%	78%	22%	23	83%	61%	4%
General-Education Students	458	92%	59%	11%	474	85%	54%	9%
Students with Disabilities	113	65%	23%	1%	131	46%	17%	1%
English Proficient	544	86%	52%	9%	575	76%	46%	7%
Limited English Proficient	27	85%	48%	11%	30	77%	57%	10%
Economically Disadvantaged	380	85%	45%	6%	389	70%	39%	3%
Not Disadvantaged	191	90%	64%	15%	216	87%	60%	14%
Migrant								
Not Migrant	571	86%	51%	9%	605	76%	46%	7%

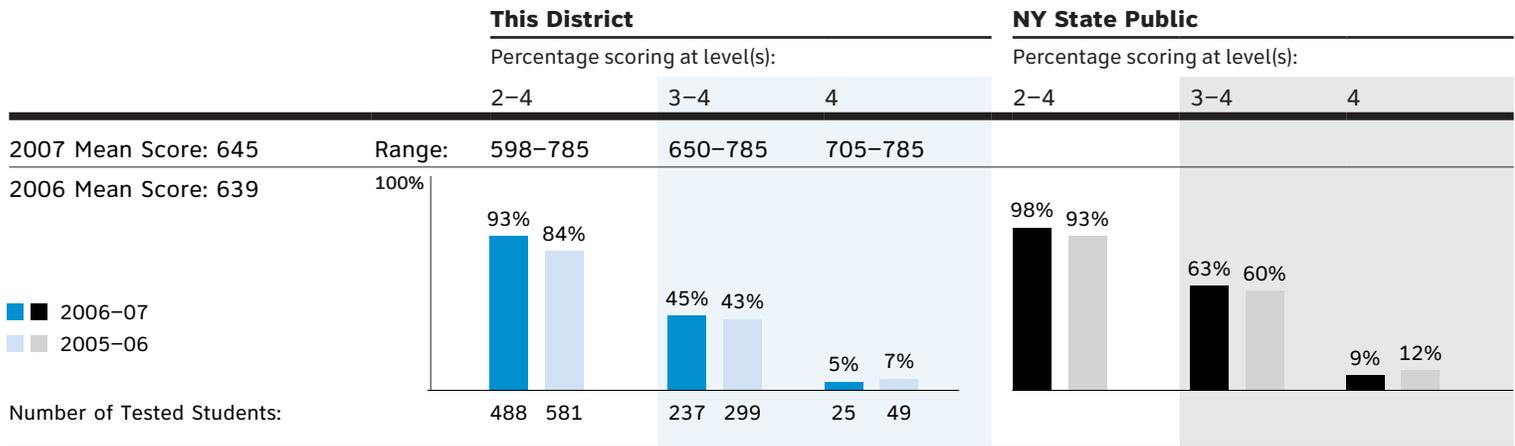
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>526</b>	<b>93%</b>	<b>45%</b>	<b>5%</b>	<b>690</b>	<b>84%</b>	<b>43%</b>	<b>7%</b>
Female	233	95%	49%	6%	343	88%	50%	8%
Male	293	91%	42%	3%	347	80%	36%	6%
American Indian or Alaska Native	-	-	-	-	5	100%	100%	20%
Black or African American	325	92%	39%	3%	477	82%	35%	3%
Hispanic or Latino	58	90%	31%	3%	77	87%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	65%	10%	12	92%	83%	8%
White	123	95%	63%	10%	119	91%	67%	22%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	406	97%	56%	6%	572	92%	51%	9%
Students with Disabilities	120	79%	9%	0%	118	48%	8%	0%
English Proficient	513	93%	46%	5%	680	84%	44%	7%
Limited English Proficient	13	85%	8%	0%	10	80%	30%	10%
Economically Disadvantaged	339	94%	40%	2%	414	82%	37%	3%
Not Disadvantaged	187	91%	55%	9%	276	88%	53%	14%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	526	93%	45%	5%	690	84%	43%	7%

#### NOTES

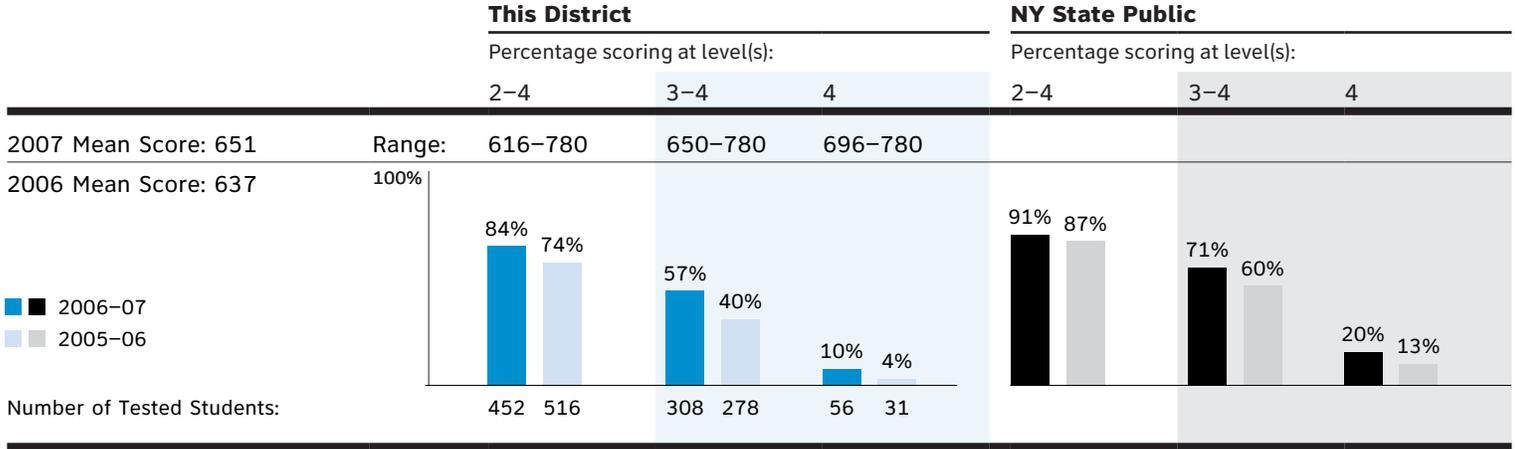
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	9	8	8	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 6 Mathematics



### Results by Student Group

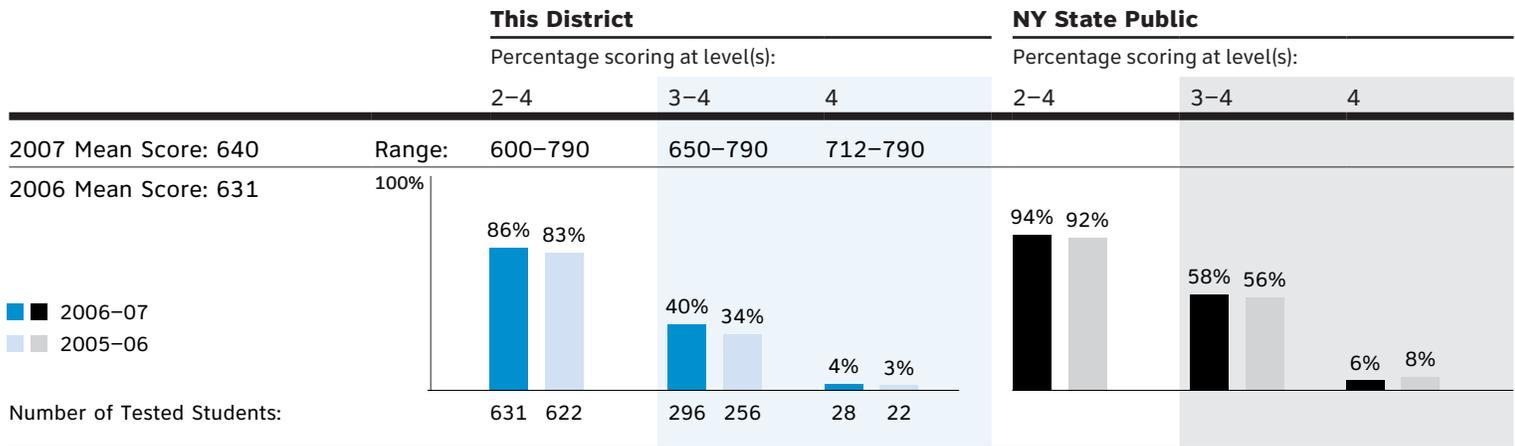
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>541</b>	<b>84%</b>	<b>57%</b>	<b>10%</b>	<b>702</b>	<b>74%</b>	<b>40%</b>	<b>4%</b>
Female	235	86%	56%	11%	347	74%	41%	4%
Male	306	82%	58%	10%	355	73%	38%	5%
American Indian or Alaska Native	-	-	-	-	5	100%	80%	0%
Black or African American	335	82%	50%	4%	478	71%	32%	2%
Hispanic or Latino	62	77%	50%	8%	83	71%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	86%	36%	17	88%	65%	12%
White	122	89%	74%	24%	119	83%	61%	15%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	422	92%	66%	13%	585	79%	44%	5%
Students with Disabilities	119	52%	25%	2%	117	44%	15%	1%
English Proficient	523	84%	58%	11%	680	74%	40%	5%
Limited English Proficient	18	72%	39%	6%	22	59%	23%	0%
Economically Disadvantaged	338	81%	51%	4%	419	69%	34%	2%
Not Disadvantaged	203	87%	67%	21%	283	80%	48%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	541	84%	57%	10%	702	74%	40%	4%

**NOTES**  
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	9	9	8	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>731</b>	<b>86%</b>	<b>40%</b>	<b>4%</b>	<b>753</b>	<b>83%</b>	<b>34%</b>	<b>3%</b>
Female	359	90%	46%	4%	370	89%	41%	4%
Male	372	83%	35%	4%	383	76%	27%	2%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	528	85%	34%	2%	534	81%	28%	1%
Hispanic or Latino	82	89%	49%	5%	75	77%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	14	-	-	-
White	104	91%	63%	12%	129	91%	58%	12%
Multiracial								
Small Group Totals	17	82%	53%	6%	15	87%	67%	20%
General-Education Students	593	94%	48%	5%	607	88%	40%	4%
Students with Disabilities	138	53%	9%	0%	146	58%	8%	0%
English Proficient	716	87%	41%	4%	744	83%	34%	3%
Limited English Proficient	15	40%	7%	0%	9	44%	0%	0%
Economically Disadvantaged	523	87%	35%	2%	439	82%	30%	2%
Not Disadvantaged	208	84%	53%	7%	314	83%	39%	5%
Migrant								
Not Migrant	731	86%	40%	4%	753	83%	34%	3%

#### NOTES

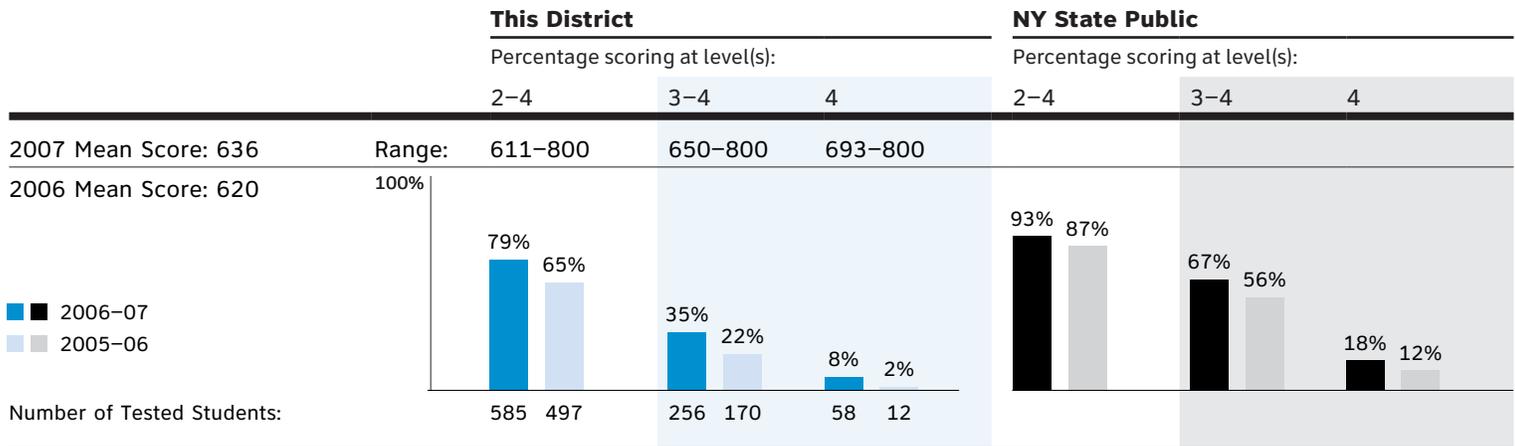
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	10	8	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>736</b>	<b>79%</b>	<b>35%</b>	<b>8%</b>	<b>763</b>	<b>65%</b>	<b>22%</b>	<b>2%</b>
Female	361	84%	38%	7%	376	68%	24%	2%
Male	375	75%	32%	9%	387	63%	20%	1%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	523	76%	28%	4%	539	60%	15%	0%
Hispanic or Latino	85	86%	39%	8%	80	66%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	17	-	-	-
White	110	88%	62%	25%	126	81%	48%	6%
Multiracial								
Small Group Totals	18	83%	56%	17%	18	89%	50%	11%
General-Education Students	601	87%	41%	10%	628	72%	26%	2%
Students with Disabilities	135	44%	7%	0%	135	33%	4%	0%
English Proficient	713	81%	35%	8%	744	66%	23%	2%
Limited English Proficient	23	48%	13%	0%	19	42%	11%	0%
Economically Disadvantaged	525	79%	29%	4%	441	62%	16%	1%
Not Disadvantaged	211	81%	49%	18%	322	69%	31%	2%
Migrant								
Not Migrant	736	79%	35%	8%	763	65%	22%	2%

#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	10	8	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 630	602-790	650-790	715-790			
2006 Mean Score: 628						
Number of Tested Students:	587	517	203	169	18	16

### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>727</b>	<b>81%</b>	<b>28%</b>	<b>2%</b>	<b>666</b>	<b>78%</b>	<b>25%</b>	<b>2%</b>
Female	368	87%	36%	4%	341	82%	31%	4%
Male	359	74%	20%	1%	325	73%	19%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	497	79%	21%	0%	476	73%	17%	0%
Hispanic or Latino	83	78%	23%	1%	75	83%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	14	-	-	-
White	129	89%	56%	10%	100	94%	64%	13%
Multiracial								
Small Group Totals	18	83%	44%	11%	15	87%	47%	7%
General-Education Students	554	90%	36%	3%	573	83%	29%	3%
Students with Disabilities	173	50%	3%	0%	93	47%	4%	0%
English Proficient	704	82%	29%	3%	660	78%	26%	2%
Limited English Proficient	23	35%	0%	0%	6	33%	0%	0%
Economically Disadvantaged	480	82%	24%	1%	350	76%	17%	0%
Not Disadvantaged	247	79%	36%	6%	316	79%	34%	5%
Migrant								
Not Migrant	727	81%	28%	2%	666	78%	25%	2%

#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	12	12	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 626	616-775	650-775	701-775			
2006 Mean Score: 625						
Number of Tested Students:	464	428	166	179	11	14

### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>717</b>	<b>65%</b>	<b>23%</b>	<b>2%</b>	<b>660</b>	<b>65%</b>	<b>27%</b>	<b>2%</b>
Female	360	68%	25%	1%	348	66%	30%	2%
Male	357	62%	21%	2%	312	63%	24%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	490	61%	16%	0%	464	59%	17%	0%
Hispanic or Latino	83	60%	24%	1%	80	69%	29%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	15	-	-	-
White	125	80%	46%	5%	100	86%	68%	9%
Multiracial								
Small Group Totals	19	79%	47%	16%	16	94%	56%	6%
General-Education Students	547	74%	29%	2%	566	70%	31%	2%
Students with Disabilities	170	36%	4%	0%	94	34%	5%	0%
English Proficient	693	66%	24%	2%	646	65%	28%	2%
Limited English Proficient	24	29%	4%	0%	14	50%	0%	0%
Economically Disadvantaged	468	64%	17%	0%	345	60%	18%	1%
Not Disadvantaged	249	66%	34%	4%	315	70%	37%	4%
Migrant								
Not Migrant	717	65%	23%	2%	660	65%	27%	2%

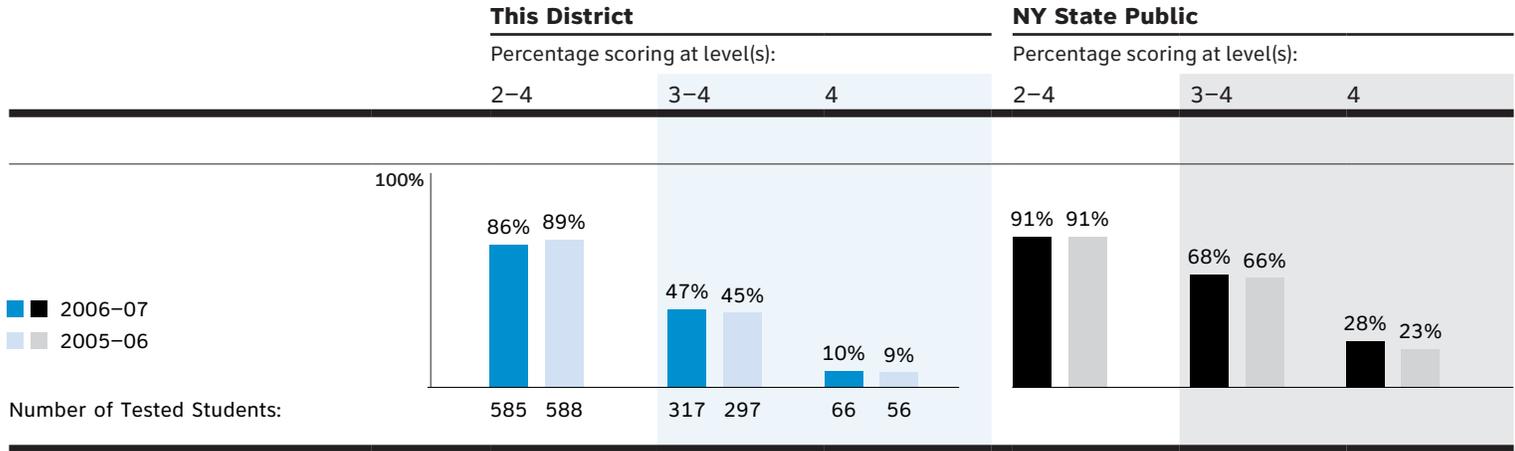
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	14	12	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 Science



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>679</b>	<b>86%</b>	<b>47%</b>	<b>10%</b>	<b>657</b>	<b>89%</b>	<b>45%</b>	<b>9%</b>
Female	346	86%	46%	8%	350	90%	46%	9%
Male	333	86%	48%	11%	307	89%	44%	8%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	461	85%	40%	5%	460	87%	36%	3%
Hispanic or Latino	78	78%	42%	5%	81	91%	47%	5%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	15	-	-	-
White	122	93%	70%	27%	99	96%	84%	36%
Multiracial								
Small Group Totals	18	94%	67%	33%	17	100%	65%	24%
General-Education Students	521	91%	55%	12%	566	92%	49%	10%
Students with Disabilities	158	70%	20%	3%	91	76%	21%	1%
English Proficient	657	88%	48%	10%	644	90%	46%	9%
Limited English Proficient	22	41%	9%	0%	13	77%	0%	0%
Economically Disadvantaged	451	87%	41%	4%	334	89%	37%	3%
Not Disadvantaged	228	84%	57%	21%	323	90%	54%	15%
Migrant								
Not Migrant	679	86%	47%	10%	657	89%	45%	9%

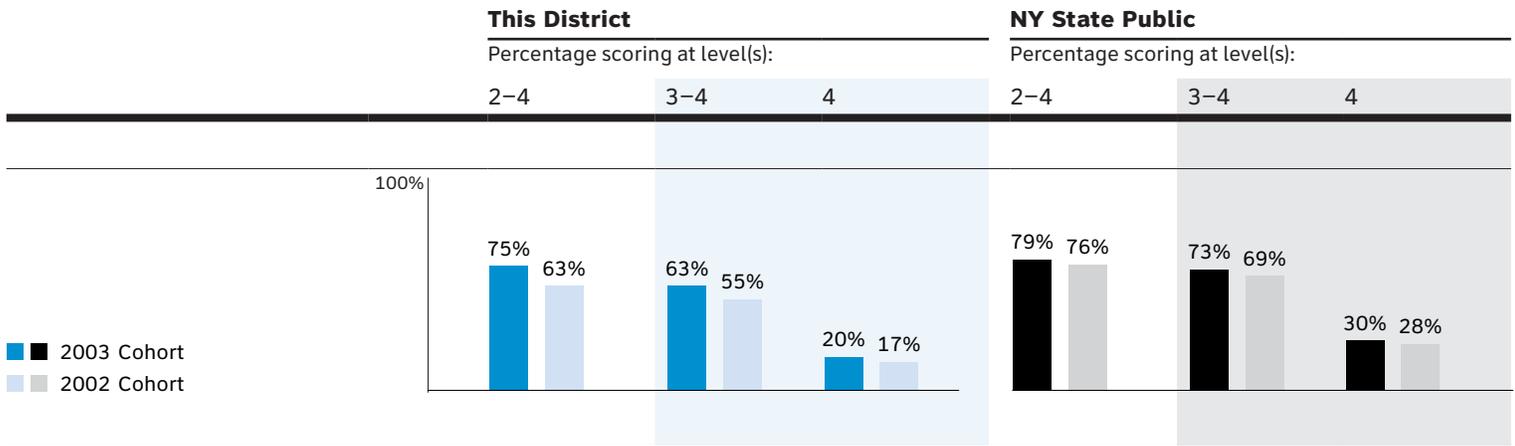
#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	14	13	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

## This District's Total Cohort\* Results in Secondary-Level English after Four Years of Instruction



## Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>578</b>	<b>75%</b>	<b>63%</b>	<b>20%</b>	<b>637</b>	<b>63%</b>	<b>55%</b>	<b>17%</b>
Female	319	76%	65%	20%	328	69%	59%	19%
Male	259	73%	60%	19%	309	58%	50%	15%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	354	68%	53%	7%	406	57%	45%	6%
Hispanic or Latino	51	73%	61%	20%	59	59%	51%	19%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	23	-	-	-
White	148	91%	84%	48%	148	80%	78%	43%
Multiracial								
Small Group Totals	25	92%	76%	24%	24	83%	83%	33%
General-Education Students	483	84%	71%	23%	545	71%	62%	20%
Students with Disabilities	95	29%	19%	0%	92	18%	12%	0%
English Proficient	572	75%	63%	20%	632	63%	55%	17%
Limited English Proficient	6	50%	50%	0%	5	40%	20%	0%
Economically Disadvantaged	243	73%	57%	8%	224	65%	53%	7%
Not Disadvantaged	335	76%	67%	28%	413	62%	56%	22%
Migrant								
Not Migrant					637	63%	55%	17%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

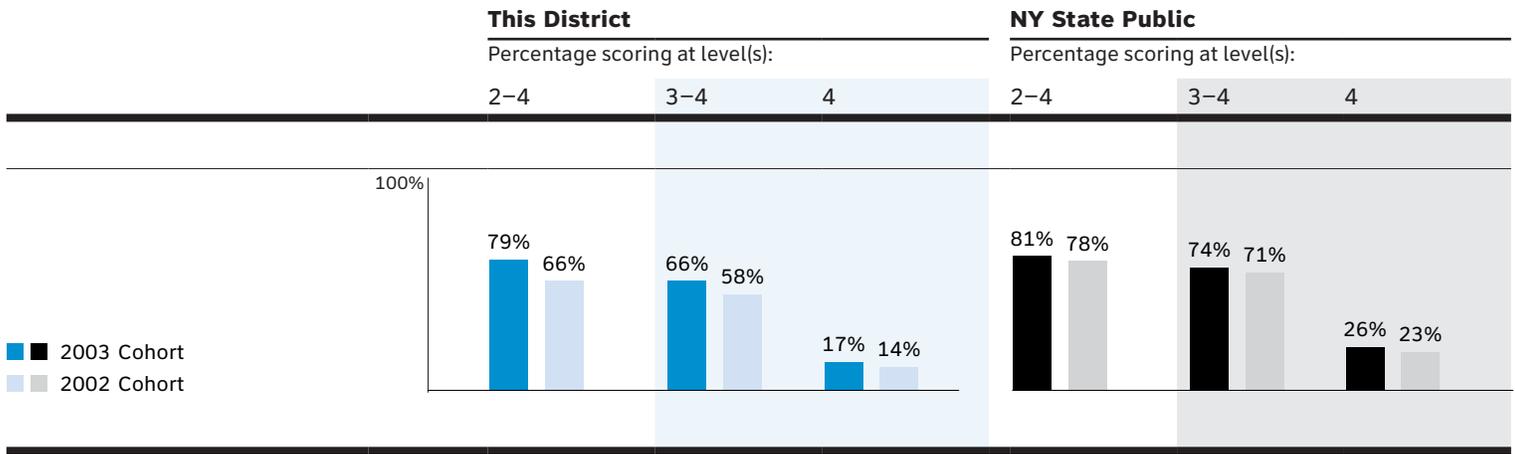
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				3	-	-	-

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

## This District's Total Cohort\* Results in Secondary-Level Mathematics after Four Years of Instruction



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>578</b>	<b>79%</b>	<b>66%</b>	<b>17%</b>	<b>637</b>	<b>66%</b>	<b>58%</b>	<b>14%</b>
Female	319	82%	67%	15%	328	72%	61%	14%
Male	259	76%	65%	21%	309	61%	54%	14%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	354	74%	57%	7%	406	60%	49%	5%
Hispanic or Latino	51	75%	67%	20%	59	61%	53%	10%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	23	-	-	-
White	148	91%	84%	38%	148	82%	79%	36%
Multiracial								
Small Group Totals	25	96%	88%	40%	24	92%	92%	38%
General-Education Students	483	87%	73%	21%	545	74%	64%	16%
Students with Disabilities	95	41%	31%	0%	92	24%	18%	1%
English Proficient	572	79%	66%	17%	632	66%	58%	14%
Limited English Proficient	6	67%	50%	17%	5	60%	40%	0%
Economically Disadvantaged	243	81%	65%	8%	224	67%	57%	8%
Not Disadvantaged	335	78%	67%	24%	413	66%	58%	17%
Migrant								
Not Migrant					637	66%	58%	14%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				3	-	-	-

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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